

**COMMUNICATION STRATEGIES USED BY MALE AND FEMALE  
STUDENTS IN SPEAKING CLASS: COMPARATIVE STUDY IN  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**A PUBLICATION ARTICLE**

*Submitted to Post Graduate Program of Language Study as a Partial  
Fulfillment of the Requirement for the Master Degree in Language Study at  
Muhammadiyah University of Surakarta*



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# **APPROVAL**

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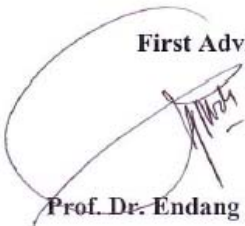
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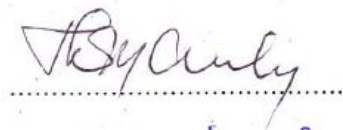
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**ABSTRAK**

Artikel ini bertujuan untuk membahas tentang strategi komunikasi. Tujuan dari penelitian ini adalah untuk mengetahui jenis strategi komunikasi yang digunakan siswa laki laki dan perempuan pada siswa semester dua, persamaan dan perbedaan strategi komunikasi yang digunakan, jenis strategi komunikasi yang paling sering digunakan oleh siswa laki laki dan perempuan, serta faktor yang mempengaruhi perbedaan pemilihan jenis strategi komunikasi yang digunakan siswa laki laki dan perempuan pada mahasiswa semester dua pendidikan bahasa Inggris Universitas Muhammadiyah Surakarta. Penelitian ini adalah penelitian kualitatif. Obyek penelitian ini adalah suara dari siswa laki laki dan perempuan saat kelas *speaking*. Dalam mengumpulkan data, penulis menggunakan penelitian alami, rekaman, dan wawancara. Pada analisis data, penulis menggunakan empat langkah yaitu menulis rekaman, mengelompokkan data, menghitung data, dan membuat kesimpulan. Hasilnya menunjukkan bahwa siswalakilakimenggunakanstrategikomunikasi topic avoidance, message abandonment, circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code-switching, retrieval, fillers, gambits, hesitation, self-initiated repair, repetition request, confirmation request, expression of non-understanding, repetition, confirmation, repair. Dan siswaperempuanmenggunakanstrategikomunikasi message abandonment, message replacement, circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code-switching, retrieval, fillers, gambit, hesitation, self-initiated repair, self rephrasing, repetition request, appeal for help, clarification request, expression of non-understanding, repetition, and repair.

Kata kunci: strategi komunikasi, siswa laki laki dan perempuan, ucapan.

## ABSTRACT

This research is mainly intended to discuss communication strategy used by male and female students. The objectives of this research are to know the types of communication strategy used by male and female students, the similarities and differences of communication strategy used, the dominance communication strategy, and the factors contributing to choosing of communication strategy by male and female students of second semester students of Muhammadiyah University of Surakarta. This research is qualitative research. The object is communication strategy on spoken production made by male and female students of the second semester of English Education Department in Muhammadiyah University of Surakarta. In collecting the data, the researcher uses naturalistic observation, video recording, and interview. In analyzing the data, the researcher does some steps which involve transcribing the video, classifying the data, quantifying, and drawing a conclusion. The result shows that male students use topic avoidance, message abandonment, circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code-switching, retrieval, fillers, gambits, hesitation, self-initiated repair, repetition request, confirmation request, expression of non-understanding, repetition, confirmation, repair. Then female students use message abandonment, message replacement, circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code-switching, retrieval, fillers, gambit, hesitation, self-initiated repair, self rephrasing, repetition request, appeal for help, clarification request, expression of non-understanding, repetition, and repair.

*Keywords:* communication strategy, male and female students, utterances

## 1. Introduction

In Indonesia, English is taught as a foreign language. The goal of teaching learning English is the students should be able to speak, listen, read and write in English in every grade of school. English Education Departement in Muhammadiyah University of Surakarta is one of university in Surakarta that developing English skill to produce the graduates is skillful in speaking English. It is very important for students to fluent in speaking English. It is also important for students to communication effectively. However, there is just fewstudent who can speak English fluently and effectively.

Stern in Johnson&Johnson (2001:67) defined that communication strategy as “technique of coping with difficulties in communicating in an imperfectly known second language”. Tarone in Fauziati (2015:36) proposesthree basic criteria which characterize a communication strategy.

First, a speaker desires to communicate a meaning X to a listener. Second, the speaker believes that the linguistic or sociolinguistic structure desired to communicate meaning X is not available or is not shared with the listener. And the last, the speaker chooses to avoid to communicate meaning X or to attempt to alternate means to communicate meaning X.

Based on the preliminary study, the students of English Education Department in Muhammadiyah University of Surakarta often faces some linguistic difficulties. The students often get stuck in the middle of conversation in speaking class. Whenever the difficulties occur, the speaker always tries to find another way to convey meaning, so communication can run effectively and the message can be delivered. Female students would use more communication strategies because female students were very anxious they might hesitate too much so that they forget the words and sentences they intended to say and made many errors. While male students attempted in different types of communication strategies like miming and he often to use his gesture to be able to deliver their message. So there are some differences of both male and female students in using communication strategies.

The objectives of this study are to know the types of English Communication Strategies used by Male and Femle Students of English Education Department in Muhammadiyah University of Surakarta, the dominant Communication Strategy used, the similarities and differences of communication strategies used, and factors contribute to the differences in choice of communication strategy.

## **2. Research Methodology**

This study used a qualitative research design. Creswell (2003: 182) defines that qualitative research is fundamentally interpretive. The researcher analysis and describes the communication strategies used by the students, the dominant types of communication strategy used by male and female students, the similarities and differences of communication strategy used by male and female students, and the factors contribute to the similarities and differences

of communication strategy used by male and female students based on Celce Murcia's taxonomy.

The subject of this research is the students of the second semester of English Education Department in Muhammadiyah University of Surakarta on the academic year of 2016/2017, consist of 40 students, 20 male students and 20 female students. The object of this research is the communication strategy on spoken production made by male and female students of the second semester of English Education Department in Muhammadiyah University of Surakarta. The students' communication strategies are classified based on Celce Murcia's taxonomy. Data collection becomes the observation, recording and transcribing, note taking, and the last validity (Suhardi:2008 as cited in Sakina, 2013: 37-39).

### **3. Research Finding and Discussion**

The finding of this research shows on the types of communication strategy used, the similarities and differences of Communication Strategy used, the dominant communication strategy used and the last is the factors contribute in choosing of communication strategy.

#### **3.1 Types of Communication Strategies used by Male and Female Students**

The researcher found five types of Communication Strategies proposed by Celce-Murcia. There are: Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling or Time-Gaining Strategies, Self-Monitoring Strategies, and then Interactional Strategies.

##### **1. Avoidance or Reduction Strategies**

The researcher found three types of avoidance or reduction strategies there are message replacement, topic avoidance, and message abandonment.

##### **2. Message Replacement**

Message replacement strategy in communication strategy occurs when the speaker didn't understand the interlocutor's means and want to change their topic of conversation. Based on the data, the researcher found 5 utterances in message replacement in female students.



### 3. Topic Avoidance

Topic avoidance occurs when learners manage to prevent the occurrence of topics that are certain to present difficulties. Based on the data taken from second semester students in speaking class, researcher just found one topic avoidance strategies for male students and the researcher didn't find any topic avoidance for female students.

### 4. Message Abandonment

Message abandonment occurs in the situation when the speakers give up continuing their sentences because of the speaker's lack of vocabulary or words, sentences and also competencies in speaking skill. Based on the data the researcher found forty four sentences are using message abandonment strategy in speaking.

### 3.2 Achievement or Compensatory Strategies

Achievement or Compensatory Strategies have ten subtypes, but the researcher found only three subtypes, namely: circumlocution, approximation, restructuring, all-purpose words, non-linguistic means, word-coinage, literal translation from first language, code-switching and retrieval.

#### 1. Circumlocution

Circumlocution is describing or exemplifying the target object of action. Circumlocution also a worldly extended process in which the learner describes the characteristics or elements of the object or action instead of using the appropriate target language structure'. Based on the data, the researcher found there is one circumlocution used by male students and one circumlocution strategy used by male students.

#### 2. Approximation

Approximation is the use of a single target language vocabulary item or structure, which the speaker knows that it is not correct, but it shares the similar semantic features in common with the intended item to satisfy the speaker.

### 3. All-purpose Word

All-purpose word is extending a general, empty lexical item to contexts where specific words are lacking. Based on the data taken from the observation in speaking class, here the researcher found one all-purpose word strategy for male students and three all-purpose strategies for female students.

### 4. Non-linguistic Means

Non-linguistic means is one of strategy used when the speaker uses their explanation language by miming or pointing into something to make the interlocutor know and understand about something that the speaker want to express. The researcher found 6 utterances containing with non-linguistic means, 5 non-linguistic means for male students and just one non-linguistic means strategy for female students.

### 5. Restructuring

Restructuring is the strategy of replacing communication breakdown in the conversation by giving a new reconstruction of the sentence without changing the actual topic or message. Based on the data from the observation conducting by the researcher found 15 utterances containing with restructuring strategy, 9 strategies was found in female students and 6 strategy was found in male students.

### 6. Word Coinage

Based on the data taken from the observation in the speaking class, the researcher has found only one word coinage strategy for male students and no word coinage strategy for male students.

### 7. Literal Translation from FirstLanguage

Based on the data taken from the observation in speaking class, so the researcher found 24 utterances are using literal translation strategy, there are 12 utterances by male students and also 12 utterances by female students.

## 8. Code Switching

Code switching used when the speaker didn't know the English vocabulary of the target language. Based on the data, the researcher found 53 utterances containing code-switching strategy. There are 18 utterances are using code-switching strategies by male students and 35 utterances containing with code-switching strategy used by female students.

## 9. Retrieval

Retrieval is the strategy in which the speakers repeat the first syllable of a word or phrase. The researcher found 8 utterances containing retrieval strategy. There are 4 utterances are using retrieval strategies by male students and 4 utterances containing with retrieval strategy used by female students.

### 3.3 Stalling or Time-Gaining Strategies

Stalling or time-gaining strategy is the strategy which the speakers employ to make use of the time while they are having difficulties in finding the correct term of target language items or constructing a sentence that they want to say.

#### 1. Filler

The researcher found 15 utterances containing code-switching strategy. There are 6 utterances are using fillers strategies by male students and 9 utterances containing with fillers strategy used by female students.

#### 2. Hesitation

Hesitation device is strategy in which speakers hesitate while they are thinking about the next message they want to present. The researcher found 120 utterances containing hesitation strategy. There are 75 utterances are using hesitation strategies by male students and 45 utterances containing with hesitation strategy used by female students.

### 3. Gambit

The researcher found 7 utterances containing gambits strategy.

There are 2 utterances are using gambits strategies by male students and 5 utterances containing with gambits strategy used by female students.

#### 3.4 Self-monitoring Strategies

Self-monitoring strategy is speaker's effort in correcting mistakes she or he have made during conversation lasts. The speaker is aware of and will to make the message becomes more obvious to the interlocutor.

##### 1. Self-initiated Repaired

Self-initiated strategy reflects speaker's awareness of the mistakes of the speaker has made. The researcher found 5 utterances containing self-initiated repaired strategy. There are 2 utterances are using self-initiated repaired strategies by male students and 3 utterances containing with self-initiated repaired strategy used by female students.

##### 2. Self-rephrasing

Self-rephrasing strategy is the strategy in which speaker is not really sure about what the speakers' has said before. The researcher found 4 utterances containing self-rephrasing strategy. The researcher just found self-rephrasing strategy by female students only, and no self-rephrasing strategy by female students.

#### 3.5 Interactional Strategies

In interactional strategy the researcher found eight types, there are appeal for help, repetition request, confirmation request, clarification request, expression of non-understanding, repetition, confirmation, and repair strategy.

##### 1. Repetition Request

Repetition request is the strategy when the speaker didn't hear or didn't understand of the interlocutor's message. The researcher found 10 utterances containing repetition request strategy. There are 2

utterances are using repetition request strategies made by male students and 8 utterances containing with repetition request strategy made by female students.

## 2. Confirmation Request

Based on the data, the researcher found 4 utterances containing confirmation request strategy. There are 4 utterances are using confirmation request strategies by male students and the researcher didn't any confirmation request used by female students.

## 3. Appeal for Help

Appeal for helps occurs when the learner has consulted any source of authority: a native speaker, the experimenter, a dictionary. The researcher found 4 utterances containing appeal for help strategy. There are 4 utterances made by female students and the researcher didn't find the other appeal for help strategy by male students.

## 4. Expression of Non-understanding

The researcher found 19 utterances containing expression of non-understanding strategy. There are 9 utterances are using expression of non-understanding strategies made by male students and 10 utterances containing with expression of non-understanding strategy used by female students.

## 5. Repetition

Repetition is done when speaker knows about L2 items, but he needs time to recall the items from his memory. The researcher found 111 utterances containing repetition strategy. There are 50 utterances are using repetition strategies by male students and 61 utterances containing with repetition strategy used by female students.

## 6. Repair

Repair strategy in communication strategy is used when the speaker want to make the word or sentence clearly by repairing the first words into the correct one. The researcher found 20 utterances

containing code-switching strategy. There are 12 utterances are using repair strategies by male students and 8 utterances containing with repair strategy used by female students.

### 3.6 Dominant Communication Strategy Used by Male and Female Students

From the frequency of each types of communication strategy used by the male and female students of second semester students of English Education Department of Muhammadiyah University of Surakarta is repetition for male students and hesitation for female students. The male students are produce 50 repetition or 22,52%, and female students produce 75 utterances containing hesitation or 22,91%.

### 3.7 The Similarities and Differences of Communication Strategies Used by Male and Female Student

The similarities of communication strategy used by male and also female students in speaking class are in avoidance or reduction strategies among male and female students are using message abandonment types of strategy. In achievement strategies among male and female students are using eight same strategies such as circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code switching, and retrieval.

The differences related to the using of some strategies in communication strategy, the researcher found that there are some differences used by male and female students. In avoidance strategies male students are using topic avoidance, but female students are not using that. Female students are using message replacement but female students didn't use that. In achievement or compensatory strategies female students are using word coinage but male students didn't use it. In self-monitoring strategies female students are using self-paraphrasing strategies but the male students didn't use self-paraphrasing strategies. Among male and female students in interactional strategies are also have differentiation in using communication strategies. The male students are using confirmation request, but the female students not. The female students are using appeal

for help strategies and clarification request strategies but the male students are not. The percentage in each type of communication strategy used by male and female students are also different.

### 3.8 Factors Contribute to the Differences in Choice of Communication Strategy Used by Male and Female Students

Actually there are some reasons of choosing the strategies made by male and female students when they are in conversation. Both male and female students have the similarities and differences factors in choosing communication strategy.

For male students, the researcher found some factors influenced into the students' choosing of communication strategy are: (1) Learners Reason: (a) Limited Vocabulary, (b) Learners' Level of Proficiency, (2) Learners' Language System, (3) Communication context: (a) Nervous, (b) Less of Confidence. In female students, the researcher found some factors influenced into the students' choosing of communication strategy as follows: (1) Learners Reason: (a) The students' lack of Vocabulary, (b) the students' less of Proficiency, (2) Learning Context, (3) Communication Context: (a) Nervous, (b) the students' less of Confidence, (c) Confuse.

## 4. Conclusion

There was eight sub-strategy on achievement strategy used by male students, there was circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code-switching, and retrieval. There was three sub strategy in stalling or time gaining strategy used by male students such as fillers, hesitation, and fillers. In self-monitoring strategy, male students used self-initiated repair. in interactional strategy, male students used repetition request, confirmation request, expression of non-understanding, repetition, confirmation and repair. female students used message abandonment and message replacement in avoidance strategy, used circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, literal translation, code-switching, and retrieval in achievement strategy. female

students also used fillers, hesitation and gambits in stalling strategy, used self-initiated repair and self-rephrasing in self-monitoring strategy, and the last in interactional strategy female students used repetition request, appeal for help, clarification request, expression of non-understanding, repetition and repair. The most frequent type of communication strategies used by male and female students that is interactional strategies 36,93% for male students and also the same strategies it is interactional strategies 30,89% for male students.

In conclusion there are many similarities and differences among male and female students in choosing communication strategies when the students are having communication or conversation. The similarities and differences include the student's strategies in communication strategies and also the percentage of its strategies. Female students are more active than female students, because female students are using more types of communication strategy.

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